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**REQUIREMENTS FOR PARTICIPATION OF
UTAH STUDENTS WITH SPECIAL NEEDS IN
THE UTAH PERFORMANCE ASSESSMENT
SYSTEM FOR STUDENTS (U-PASS)**

Utah State Office of Education

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TABLE OF CONTENTS

Introduction to the U-PASS	iii
Preface	4
General Principles for Participation in U-PASS	5
Definitions	7
Core Assessment Criterion-Referenced Tests	8
Accommodations	
Modifications	
Conditions Warranting Exemption From Assessments	
Reading Assessments (grades K – 3)	10
Accommodations	
Exemptions	
<i>The Iowa Tests</i> (norm-referenced test)	12
Accommodations	
Exemptions	
Utah Basic Skills Competency Test	14
Accommodations and Modifications	
Exemptions	
National Assessment of Educational Progress (NAEP)	15
Accommodations/Modifications/Exemptions	
Alternate Assessment	16
Utah’s Alternate Assessment (UAA)	
Eligibility Criteria	
Assessment Accommodations and Modifications for Special Education or 504 Students	17
Accommodations for ELL/LEP Students	19
English Language Proficiency Descriptors	22

INTRODUCTION TO U-PASS

Utah's U-PASS, which makes up the assessment foundation for the state's accountability system, includes several major tests that affect significant numbers of students in the state (see table below). The tests in U-PASS each have different purposes and yield unique information about student performance throughout the state. With few exceptions, all students take the tests in the first six columns. Participation of students in the tests represented in the last two columns is on a more limited basis. The purpose of this document is to provide guidelines for district and school personnel, IEP team members, and parents regarding participation of students with special needs in U-PASS testing. The following chart shows the content and grade levels for each test in U-PASS.

Grade Level	CRT*: Reading/Language Arts, Math	CRT: Science	DWA* Writing Assessment	NRT*: Read/Lang.Arts, Math, Science, Social Studies	UBSCT*: Reading, Writing, Math	UAA*: Lang.Arts, Math	NAEP*: Reading, Writing, Math, Science
						<i>Selected Students Only</i>	
1	ü					ü	
2	ü					ü	
3	ü			ü		ü	
4	ü	ü				ü	ü
5	ü	ü		ü		ü	
6	ü	ü	ü			ü	
7	ü	ü				ü	
8	ü	ü		ü		ü	ü
9	ü	ü	ü			ü	
10	ü	ü			ü	ü	
11	ü	ü		ü	ü	ü	
12					ü	ü	

*CRT=Utah Core Assessment Criterion-Referenced Tests, DWA=Direct Writing Assessment, NRT=Norm-Referenced Test, UBSCT=Utah Basic Skills Competency Test, UAA=Utah's Alternate Assessment, NAEP=National Assessment of Educational Progress.

PREFACE

The Utah Performance Assessment System for Students (U-PASS) includes all statewide assessments for Utah public schools and students. There are six assessment programs within U-PASS:

- Core Assessment Criterion-Referenced Tests (Core CRTs)
(reading/language arts, mathematics, writing assessment, and science)
- Reading Assessments (district-wide)
- A norm-referenced achievement test
- Utah Basic Skills Competency Test (reading, writing, and mathematics)
- Utah's Alternate Assessment
- National Assessment of Educational Progress (NAEP)

This document specifies policy and practice requirements for the assessment of Utah students with special needs. It provides official rules for providing accommodated or modified test administration to students with disabilities, Section 504 students, and students who are limited English proficient (LEP)/English language learners (ELL).

The policy outlined in this document is based on state and federal laws that determine educational accountability requirements. Recent federal legislation, the No Child Left Behind Act of 2001, specifies inclusion of students with special needs in the statewide assessment program, with few exceptions. Also, Utah state law requires full participation of students with special needs in the U-PASS program. This publication supercedes all previous versions of this document.

This document provides guidelines for Individualized Education Program (IEP) teams and LEP specialists who will, along with other educators, make decisions about assessment accommodations and modifications for Utah students with special needs. In general, assessment adaptations that are selected should mirror the instructional adaptations that are established for the student.

This document is adapted from the Maryland Department of Education document entitled "Requirements for Accommodating, Excusing, and Exempting Students in Maryland Assessment Programs."

GENERAL PRINCIPLES FOR PARTICIPATION IN U-PASS

All students have a legal right to be included in the statewide assessment program, and to have their assessment results be part of Utah's education accountability system. The Utah State Office of Education (USOE) requires all students to participate in the U-PASS tests under standard administration conditions, unless accommodations or modifications are allowed and documented as described in this policy statement.

The only students who may qualify for assessment adaptations (accommodations/modifications) in the U-PASS program are students who have an Individualized Education Program (IEP) or a Section 504 plan, and those students who are designated as limited English proficient (LEP) or English language learners (ELL). Test administration for all other students will be under standard conditions.

In the case of students on an IEP, assessment decisions must be made during the IEP conference as the team develops the student's program. Similarly, assessment decisions for students who qualify for a Section 504 plan should be made at the time the plan is created or reviewed.

Assessment Requirements for Students with Disabilities

Assessment adaptations are allowable for students with disabilities who are enrolled in a special education program and students with a Section 504 plan. During the meeting in which the IEP is being developed, the team must consider the student's participation in U-PASS. IEP teams have three options to consider. Students with disabilities may participate in U-PASS:

- Under standard test administration conditions.
- With individualized accommodations or modifications.
- Through administration of Utah's Alternate Assessment (UAA) to students with significant cognitive disabilities.

Assessment Requirements for ELL Students (LEP)

Requirements for the inclusion of ELL students have changed as a result of the No Child Left Behind (NCLB) federal legislation that was instituted in December 2001. According to the NCLB Act, all ELL students must participate in the Utah Core Assessments (CRTs) in reading/language arts and mathematics. ELL students are not exempt from participating in the state assessment program (Core CRTs in language arts and math). Inclusion in these Core CRTs must begin immediately when the student enrolls in a Utah public school. The following policies apply:

- Allowable linguistic accommodations may be provided to ELL students.
- After three years of attending a school in the United States, students must be assessed in reading/language arts in English.
- No exemptions are permitted based on time student received English instruction.

Two types of assessment are required for ELL students (LEP):

- School districts must annually assess their ELL students (K-12) in English language proficiency.
- ELL students must participate in statewide assessments of achievement in reading/language arts, mathematics, and science.

Assessment Accommodations

Assessment accommodations:

- Enable students to participate more fully in assessments and to better demonstrate their knowledge and skills.
- Must be based on individual student needs and not solely upon a category of disability or language proficiency.
- Must be justified and documented in the Individualized Education Program (IEP) for students with disabilities.
- Must be justified and documented in the student's record for students on a Section 504 plan and for students enrolled in an LEP program.
- Should not be used for assessment purposes only. They should be aligned with instruction accommodations that are applied throughout the school year.
- May be multiple, depending on the needs of the student.

Note: School personnel should consult with the District Assessment Director prior to administering the tests to resolve problems about assessment accommodations.

Conditions Warranting Exemption From Assessments

Students may be excused from participating in statewide assessments in the event of an emergency or if the student is suffering extreme distress, such as a medical or psychological crisis. The reason for the exemption must be documented in the student's cumulative record. When a student is excused from testing, it is only for the immediate administration of the test. He/she should be included in the next administration of any U-PASS test.

Students with disabilities may be exempted from some elements of U-PASS. Decisions to exempt a student from any statewide assessments must be made during an IEP meeting in which the consequences of those decisions are discussed.

DEFINITIONS

Students with Disabilities. Students who receive special education services and who have a current Individualized Education Program (IEP).

English Language Learner (ELL) Students¹, also referred to as limited English proficient (LEP) students. An ELL student is a student who has sufficient difficulty speaking, reading, writing, or understanding the English language that such difficulties may deny the individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society, AND:

- Was not born in the United States OR whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
- Is a Native American or Alaska Native who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or
- Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant.

Section 504 Students. Students who have physical or mental impairments that substantially limit one or more major life activities, have a record of such impairments, or are regarded as having such an impairment, and have a Section 504 plan.

Adaptations. A general term that describes a change made in the timing, setting, response, scheduling, or other aspects of instruction or assessment that are necessary to ensure access for students. There are two types of adaptations:

Accommodations. Adaptations that do not fundamentally alter or lower the standard or expectations for performance or invalidate assessment results.

Modifications. Adaptations that fundamentally alter or lower the standard or expectations for performance and may invalidate or alter interpretation of assessment results.

Validity of Results. Use of results from accommodated or modified testing for decision-making regarding the student's instructional program should include examination of the purpose of the test and the specific skills measured.

¹ As defined by Public Law 107-110 (No Child Left Behind Act of 2001) Title III: Language Instruction for Limited English Proficient and Immigrant Students.

U-PASS ASSESSMENT INSTRUMENTS

In the introduction section of this document, there are general principles for deciding how to provide for special needs students during U-PASS assessments. However, each test in U-PASS has unique characteristics. Consequently, each test should be considered separately when making decisions about how to administer it to students with special needs. To assist with decision-making, each assessment instrument is described in this document, along with specific considerations for formulating test administration plans.

CORE ASSESSMENT CRITERION-REFERENCED TESTS

The Utah Core Assessment Criterion-Referenced Tests (CRTs) are designed to measure performance against a specific performance standard. The meaning of the score is not tied to the performance of other students; it is tied to the Core Curriculum.

CRT tests include:

- Reading/Language Arts (grades 1-11)
- Mathematics (grades 1-7, Pre-Algebra, Elementary Algebra, Geometry)
- Science (grades 4-8, Earth Systems, Biology, Chemistry, and Physics)

All of these tests are untimed—every student should be given the opportunity to attempt every question.

Direct Writing Assessment

The Direct Writing Assessment, administered at grades 6 and 9, requires students to write a short essay response to a prescribed topic. Student responses will be scored using a six-trait analytic scale.

Accommodations. A variety of accommodations are allowed for the administration of Core CRTs and DWA to students with special needs (students with disabilities, Section 504 students, and English language learners). See guidelines noted in the “general principles” section. Accommodations should not alter the score interpretation if administered properly. For a list of possible accommodations for CRTs, see the last section of this document.

Modifications. Test modifications fundamentally alter the test administration in ways that change the score interpretation, so careful consideration should be used when selecting a test modification. The following are examples of test modifications that would invalidate the test scores:

- Reading or translating a reading test or subtest
- Use of reference materials not provided to all students

Note: Student scores on modified test will be automatically categorized as “not proficient” for accountability reporting purposes. This categorization is specified by guidelines for the No Child Left Behind Act, and will influence the determination of *Adequate Yearly Progress* (AYP) for schools.

Conditions Warranting Exemption From Assessments

Students may be excused from participating in statewide assessments in the event of an emergency or if the student is suffering extreme distress, such as a medical or psychological crisis. The reason for the exemption must be documented in the student’s cumulative record. When a student is excused from testing, it is only for the immediate administration of the test. He/she should be included in the next administration of any U-PASS test.

Students with disabilities may be exempted from some elements of U-PASS. Decisions to exempt a student from any statewide assessments must be made during an IEP meeting in which the consequences of those decisions are discussed.

Students who are eligible for Utah’s Alternate Assessment (UAA) may be exempted from participation in the other criterion-referenced tests, i.e., language arts, mathematics, writing, and science CRTs. (See the section on Utah’s Alternate Assessment for eligibility criteria.)

READING ASSESSMENTS

In addition to the Core Assessment Criterion-Referenced Tests in reading/language arts, school districts may choose to administer reading assessments as follows:

- Kindergarten Individually administered assessment
- Grades 1-2 Individually administered reading assessments
- Grade 3 Group-administered reading assessments

Accommodations: For *norm-referenced reading tests*, given at grade level three, the following are the *only* accommodations that do not violate the standardization of test administration. These variations are conditions that would have varied during the norming of the test, and thus do not affect the validity of scores.

- Variations in the size of the testing group. Groups may be as small as three students.
- Provision of a distraction-free environment, including an alternate location for the student (e.g., study carrel, front of classroom).
- Special lighting, or adaptive or special furniture.
- Administration of the test by a special education teacher, an ELL teacher, or another individual with whom the student is comfortable.
- No. 2 pencils adapted in size or grip.
- More frequent or extended rest breaks, and/or extension of the testing over more days. However, specified time limits for the individual subtests must be followed.
- Testing scheduled at the optimal time for student performance.
- Large print versions of the test for the visually impaired.
- All directions read to the student, either in English or translated into the student's native language.

All other accommodations, while they may not fundamentally change the test content, do alter the standardization conditions necessary for comparability in norm-referenced testing. Students may receive a score, but the normed score (percentile rank) will not have the same meaning as it will for an unaccommodated student. As a consequence, a nonstandard administration will invalidate comparisons to national norms.

For individually administered reading tests, the majority of accommodations listed in this document will not invalidate results. Adaptations that would fundamentally alter the score interpretation include:

- Reading or translating portions of the test that are meant to be read by the student.
- Signing (ASL) a reading test.

Exemptions. A student with an IEP should take the group-administered reading test. However, the student should not be allowed to use an accommodation or modification that would violate the standardization requirements.

Many students who are exempted from participation in the group-administered reading tests will be able to take the Core Assessment Criterion-Referenced Tests, and could also be given an individually administered reading test as a replacement for the group-administered instrument.

THE IOWA TESTS

The Iowa Tests of Basic Skills (K-8), and *The Iowa Tests of Educational Development* (9-12) are university authored, commercially published, group-administered, **norm-referenced achievement tests** based on general curriculum goals common to K-12 educational programs throughout the nation. The tests are designed to provide an indication of individual and group achievement referenced to a nationally representative group—the norm group.

The Iowa tests are designed to measure the skills and achievement of students from kindergarten through grade 12, and to provide a comprehensive assessment of student progress in basic skills. Scores obtained from the norm-referenced *Iowa Tests* indicate how the student performed compared to a nationally representative group of students in the same grade.

As part of the U-PASS program, the *Iowa Tests* assess reading, language arts, mathematics, science, and social studies knowledge in grades 3, 5, 8, and 11.

Accommodations for Students with an IEP or 504 Plan. The assessments accommodations listed below are the only accommodations for student with disabilities that do not violate the standardization conditions for administering *The Iowa Tests*.

- Extended time for working on the test
- Individual/small group administration
- Large-print edition
- Braille edition
- Communication assistance
- Repeated directions
- Tests read aloud: Under no circumstances should either part of the Reading test or the Vocabulary test be read or signed to a student.
- Answers recorded
- Transferred answers
- Other: special lighting or furniture, magnifying or amplification equipment

All other accommodations may alter the standardization conditions necessary for comparability in norm-referenced testing. Although students may receive a score from a **modified administration**, the score will not have a valid meaning in relation to the national norms.

Students who are visually impaired may take *The Iowa Tests* in Braille. However, the **Braille version** is normed and scored separately, and results cannot be compared to the standard version of the test.

A student with disabilities should not take *The Iowa Tests* if the test must be significantly modified in a way that would **violate the standardization requirements**, in order for the student to participate.

Students with disabilities who meet the following criteria may be exempted from participation in the norm-referenced assessment program:

- Students with significant cognitive disabilities, and
- Special education students whose instructional level is three years or more below their enrolled grade level, including kindergarten as an instructional year.

Accommodations for English Language Learners (ELL)

The following exemption criteria are temporarily established for autumn 2005 test administration of The Iowa Tests. Further guidance is currently being developed.

ELL students should take *The Iowa Tests* unless the student meets the following criteria:

- An ELL student is classified as Level A on the IPT test, OR
- An ELL student is classified as Level B on the IPT test, and has received English language acquisition instruction for less than three years, including kindergarten as an instructional year.

The accommodations listed below are the only **accommodations for ELL students** that do not violate the standardization conditions for administering *The Iowa Tests*.

Extended Time: Some students may need to have time limits on some tests extended to reduce the effect of slow work rate on their test performance. The slower work rate may be due to limited vocabulary or the need to seek assistance.

Individual/Small Group Administration: Students may be tested in small groups or individually; there is no minimum group size requirement for test administration. Students who need extra time or those who might be intimidated by the pace at which their peers complete testing might profit from a small group administration.

Repeated Directions: Directions may be read aloud as many times as is necessary to inform students of the proper procedures to follow in responding.

Test Administered by ALS Teacher or Individual Providing Language Services: This accommodation allows the student to be tested in the environment that is most comfortable. Also, it makes other accommodations more readily available.

Note: Students who are exempted or excused from participation in the *Iowa Tests* must participate in the other U-PASS tests or Utah's Alternate Assessment.

UTAH BASIC SKILLS COMPETENCY TEST

The Utah Basic Skills Competency Test includes three major sections: reading, writing, and mathematics. Beginning with the class of 2006, students must pass every section of this test, as well as complete all other graduation requirements, in order to receive a basic high school diploma. The test will be offered each school year. Tenth graders will take the test for the first time in February of their tenth grade year.

Each of the test sections stands alone. Once a student has passed a section of the test, he or she does not need to retake that section. However, students may retake sections they do not pass.

None of the UBSCT sections are time restricted; consequently, each student should be given the opportunity to attempt every question.

Accommodations for Students with an IEP or 504 Plan. The set of possible accommodations for the UBSCT is the same as those allowed for the Core CRTs. Please note, reading or signing the reading test aloud to students is not allowed. Students who are visually impaired may take the UBSCT in Braille or use a large-print version of the test.

Accommodations for English Language Learners (ELL). The set of possible accommodations for the UBSCT is the same as those allowed for the Core CRTs. Please note, a translation or interpretation of the reading test would constitute a modification, which invalidates the student's score. As for the writing test, only responses in English will be scored.

Exemptions. For a small percentage of students placed in special education, the IEP team may determine that participation in statewide assessment should be through Utah's Alternate Assessment (UAA). For these students, three attempts on the UBSCT are not required. In order to be eligible to take the UAA, the student must meet all of the requirements for eligibility outlined in the Utah's Alternate Assessment Manual, which is available at (www.usoe.k12.ut.us/sars/data/uaaperfacctsys.pdf).

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

State law mandates that all Utah schools participate, if they are selected, in the State-by-State National Assessment of Educational Progress (NAEP), which is a federal testing program that yields results that allow us to compare our state's performance to those of other states.

Testing involves a random sample of students in grades 4 and 8, and assesses reading, writing, mathematics, and science. At present, testing occurs every other year. Students and schools are sampled throughout the state for participation in this program.

Accommodations/Modifications/Exemptions. The NAEP program is managed by federal contractors, and decisions about accommodations, modifications, and exemption are made based on the specific guidelines provided to the test administrators at the time of training.

UTAH'S ALTERNATE ASSESSMENT

The purpose of Utah's Alternate Assessment (UAA) is to provide an appropriate way to measure individual progress on IEP goals and objectives for students with significant cognitive disabilities who are not able to participate in other statewide assessments, even with test adaptations.

The UAA is only for students enrolled in special education programs. These students should be exempted from the other U-PASS tests (Core Criterion-Referenced Tests, Direct Writing Assessment, *The Iowa Tests*, and the Utah Basic Skills Competency Test). The UAA is administered in the spring to students in grades 1-12 to assess their language arts and math skills.

The IEP team may decide that participation in the alternate assessment component of U-PASS is the most appropriate option for the student based upon the student's curriculum and eligibility criteria, stated below. The IEP for the student must include a statement of (1) why the student was not able to participate in the statewide and district-wide assessments and (2) how the student will be assessed.

Eligibility Criteria for Participation in Utah's Alternate Assessment

The Utah Alternate Assessment is designed for students with significant cognitive disabilities.

To be eligible for participation in Utah's Alternate Assessment, the student must meet all of the following criteria:

- Have a current IEP that documents the need for an alternate assessment.
- Demonstrate cognitive ability and adaptive skill levels that prevent completion of the general academic core curricula even with instructional accommodations.
- Unable to participate in other component of the statewide assessment system, even with test accommodations.
- Require extensive individualized instruction in multiple settings to transfer and generalize skills.

ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS FOR SPECIAL EDUCATION OR 504 STUDENTS

The following list of accommodations is not intended to be comprehensive (that is, it does not cover all possible accommodations). Rather, it is a partial list of the most commonly used testing accommodations. The printed accommodations are classified by five categories: setting, timing, scheduling, presentation (format and procedure), and response accommodations. The framework for classifying the common accommodations listed here is adapted from M. Thurlow, J. Elliott, and J. Ysseldyke, *Testing Students with Disabilities* (Thousand Oaks, CA: Corwin Press, 1998).

Presentation Adaptations

There are three main categories of presentation adaptations: format alterations, procedure changes (test directions and item content), and assistive devices. Examples in each category follow.

Format Alterations

- Key words or phrases highlighted.
- Place cues on test form (arrows, stop signs, etc.).
- Change test format by increasing spacing, placing a smaller number of items on a page, including only one sentence per line, etc.
- Large print version of the test.
- Braille edition of the test.
- Present directions on tape.

Procedure Changes: Testing Directions

- Read directions to student.
- Sign directions to student.
- Repeat directions for subtasks
- Highlight key words/phrases in the directions.
- Verbatim audiotape of directions.
- Simplify language of directions to clarify or explain.
- Provide extra examples.
- Prompt student to focus attention on test.
- Provide additional encouragement to continue.

Procedure Changes: Test Item Content

- Read content aloud to students (except reading test).
- Use a videotaped presentation.
- Use signing to administer the test.
- Read aloud complex, multiple-step math questions one step at a time.
- Help students keep track of their place on the test by pointing.

Use of Assistive Equipment

Assistive devices such as the following help students understand the test content or record their responses:

- Visual magnification devices.
- Speech synthesizer.
- Auditory amplification device.
- Tape recorder.
- Braille writer.
- Word processor.
- Markers to indicate place position.
- Calculator.²
- “Manipulative” math objects.

Response Adaptations

- Allow student to mark responses in booklet instead of on answer sheet.
- Allow alternative response such as oral, signed, typed, or pointing.
- Allow the student to respond on a Braille writer.
- Appoint a scribe to record the student’s response (verbatim).
- Audiotape student’s response.
- Allow student to use lined or grid paper for recording answers.

Setting Adaptations

- Administer the test individually in a different location.
- Administer the test to a small group of students.
- Administer the test in a non-distracting environment (e.g. special room, study carrel, front row of class).
- Administer the test in a location where the student can move about freely without distracting other students.
- Provide adaptive furniture and/or special lighting.
- Small group setting with special education teacher as examiner.

Timing/Scheduling Adaptations

- Use a flexible scheduling of tests.
- Allow supervised breaks during test session.
- Extend the time allotted to complete the test.
- Administer the test in several sessions.
- Select time of day that is best for the student.

² There is great variation in how a calculator may be used as an accommodation. In general, it should be specified in the IEP what type of calculator is allowed, and whether it will be available throughout the test or for certain sections only.

ACCOMMODATIONS FOR ELL/LEP STUDENTS

Students who are English language learners should receive instruction on test taking skills prior to the administration of large-scale assessments. They may also need additional practice on constructed response items, such as responding to writing prompts. Decisions regarding testing accommodations for ELL students should be made according to the student's English proficiency level based on test results from an English proficiency test that has been administered within the last twelve months. Testing accommodation decisions should be based on the student's score on an English proficiency test.

Students should be expected to complete whatever part of the process they can in English (e.g., read directions in English rather than translating if the student is able to understand sufficiently, and encourage responses in English as far as the student is capable). The purpose of the accommodations should be to compensate for the language proficiency gap only, and should not give the student additional content information.

ACCOMMODATIONS FOR STUDENTS AT THE PRE-EMERGENT/NON-ENGLISH PROFICIENT (NEP) LEVEL

Test Setting

- Administer test in a small group or individually.
- Allow a licensed ESL educator to read the directions.
- Provide additional rest periods as needed.

Procedure Changes: Testing Directions

- Read directions to students, either in English or translated³ into the student's native language.
- Repeat directions in English or native language.
- Provide an audiotape of the test directions.
- Verify that students understand directions by asking them to repeat the directions in English or their native language.
- Highlight key words/phrases in the directions.
- Answer students' questions to clarify their understanding of the directions.
- Simplify language of directions to clarify or explain.
- Prompt student to focus attention on test.
- Provide encouragement to continue.

³ Translations should be done only by a licensed ESL educator.

Procedure Changes: Test Process

- Read questions and content to the student in English or provide an oral interpretation by a translator.
- *Note: Reading comprehension subtests cannot be read to a student nor translated or interpreted.*

Use of Assistive Equipment

- Provide a written list of math/science symbols (symbol-for-symbol translation only).

Response Accommodations

- Provide spelling assistance.
- Allow students to respond to multiple-choice questions orally in English or their native language.

ACCOMMODATIONS FOR STUDENTS AT THE EMERGENT/NEP & LEP LEVEL**Test Setting**

- Administer test in a small group or individually.
- Allow a licensed ESL educator to read the directions.
- Provide additional rest periods as needed.

Procedure Changes: Testing Directions

- Read directions to students in English.
- Provide an audiotape of the test directions.
- Verify that students understand directions by asking them to repeat the directions in English.
- Highlight key words/phrases in the directions.
- Answer students' questions to clarify their understanding of the directions.
- Simplify language of directions to clarify or explain.
- Prompt student to focus attention on test.
- Provide encouragement to continue.

Procedure Changes: Test Process

- Read questions and content to the student in English or provide an oral interpretation by a translator.
- *Note: Reading comprehension subtests cannot be read to a student nor translated or interpreted.*

Use of Assistive Equipment

- Allow students to use a bilingual vocabulary list.
- Provide a written list of math/science symbols (symbol-for-symbol translation only).

Response Accommodations

- Provide spelling assistance.
- Allow students to respond to any part of the test in English or their native language.

ACCOMMODATIONS FOR STUDENTS AT ADVANCED/FLUENT LEVEL**Test Setting**

- Allow additional rest periods as needed.

Procedure Changes: Testing Directions

- Read or provide an audiotape of directions to students in English as they follow along.
- Answer students' questions to clarify their understanding of the directions.
- Simplify language of directions to clarify or explain.
- Provide extra examples.
- Allow students to paraphrase questions to ensure that they understand what is being asked.

Use of Assistive Equipment

- Allow students to use a bilingual vocabulary list.
- Provide a written list of math/science symbols (symbol-for-symbol translation only).

ENGLISH LANGUAGE PROFICIENCY DESCRIPTORS

PRE-EMERGENT/NEP (*Level A*)

At this level of English language proficiency, students have limited or no understanding of oral or written English but participate by listening. They may demonstrate comprehension by using a few isolated words or expressions in speech. They typically draw, copy, or respond non-verbally or in their native language to simple commands, statements, and questions. They may understand that there is a relationship between oral and written language.

EMERGENT/NEP & LEP (*Level B*)

At this level of English language proficiency, students begin to understand that written language represents oral language. They understand and respond to basic social conventions, simple questions, simple directions, and appropriate level texts. They participate in classroom routines. They speak, read, and write using single words, short phrases, or simple sentences with support. They have a minimal expressive vocabulary.

LOW INTERMEDIATE/LEP (*Level B*)

At this level of English language proficiency students begin to understand and use more abstract, unfamiliar, academic, and formal language. They participate in content area discussions and tasks. They use simple, comprehensible sentences and questions marked with developmental errors. They understand common words, phrases, and everyday topics; however, they need continued support to read and write more complex narrative and expository texts.

HIGH INTERMEDIATE/LEP (“ADVANCED”) *Level C*

At this level of English language proficiency, students understand and use more abstract, academic, and formal language and literacy skills. They participate actively in most social and classroom tasks, using some idioms and more content-specific language in speech and writing. They read and write independently for personal and academic purposes, with some persistent errors. With some support, they read and write about various topics, using different genres for a variety of audiences.

ADVANCED/FEP (“FLUENT”) *Level D*

At this level, students have developed proficiency in English language and literacy skills. They may need continued support when engaging in complex academic tasks requiring increasingly academic language.